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Sewing and Brush Work in the Kindergarten

Anna M. Bowlker

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in the

Kindergarten

By

ANNA W. DEVEREAUX

State Normal School,
Lowell, Mass.

J. L. HAMMETT COMPANY

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SEWING AND BRUSH WORK

IN THE

KINDERGARTEN

DEDICATED TO THE

KINDERGARTNERS OF LOWELL

BY

ANNA W. DEVEREAUX

SUPERVISOR OF KINDERGARTENS

LOWELL, MASS.

1900

Preface.

IT has been said "Every end is prospective of some other, which is also temporary; a round and final success nowhere." Believing this to be true the following suggestions in reference to sewing and brush work in the Kindergarten are offered.

I trust each step will be considered from the standpoint of its relation to the whole; important as a means, not as an end; valuable not for what it is, but for what it leads toward.

May the kindergartner find this simple scheme to embody true kindergarten principles which will be valuable as a preparation for the child's later work. May the primary-grade teacher find that it contains true primary-grade principles which she may enlarge upon.

"God neither ingrafts nor inoculates. He *develops* the most trivial and imperfect things in continuously ascending series."

ANNA W. DEVEREAUX.

LOWELL, MASS.

IN the following scheme Sequences 1, 2 and 3 are for first year's children. The cards measure $4\frac{1}{2}$ x $5\frac{1}{2}$ inches. A punch is advised for perforating to insure a clean-cut hole without roughness on the back of the card. The needle chosen should be sufficiently large to be handled with ease.

As pictured, the cards are white; the mounts gray.

Before sewing is introduced the children should be encouraged to use their arms freely in making motions in the air, on the blackboard and on paper. If this has been done they will be quite ready to use the circular motion to advantage in covering the surface inclosed by the circles in Sequence 1 of the sewing cards. This having been accomplished they will be well prepared to begin some simple arrangement of unites based upon this movement, as suggested in the Lowell System of Kindergarten Designing—Sequence 1(*a*).

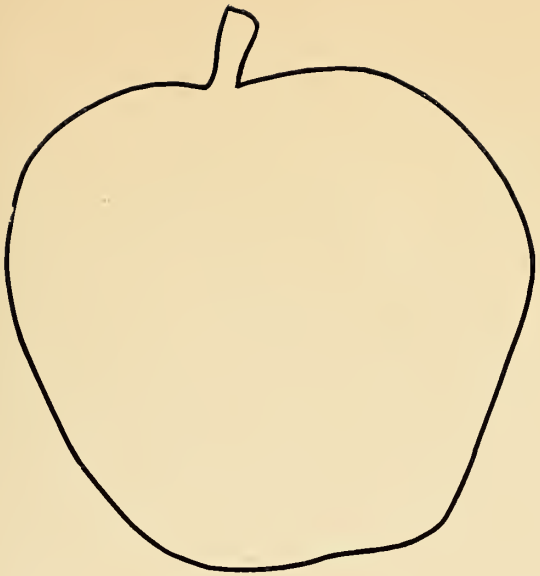
When the pencil is used for designing it seems wise to introduce brush work alternating weeks for experience in applying flat-washes.* Definite directions, however, should be avoided at first. I should ad-

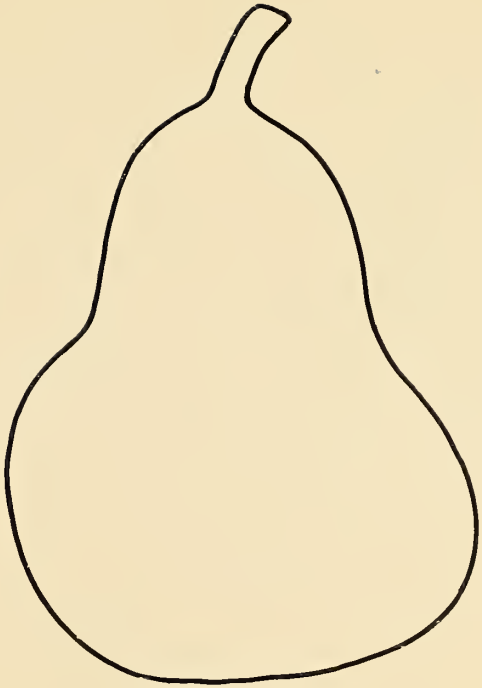
* Miss Lane's liquid color has been found to be very practical for this work.

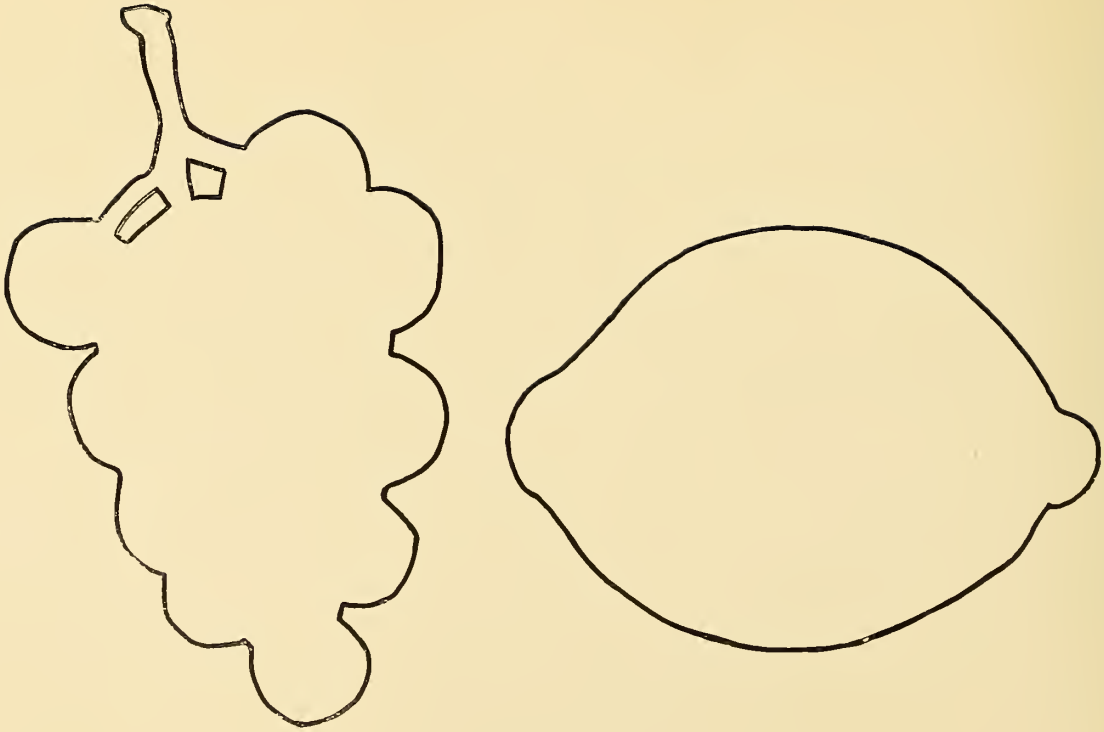
vise for the first day's experience simply that each child be given a good-sized piece of paper and allowed to cover it with the wash. For the second lesson I would suggest that the children first watch the teacher cover a sheet and see that a more pleasing result is obtained if the strokes are long and each placed beside the other instead of over it.

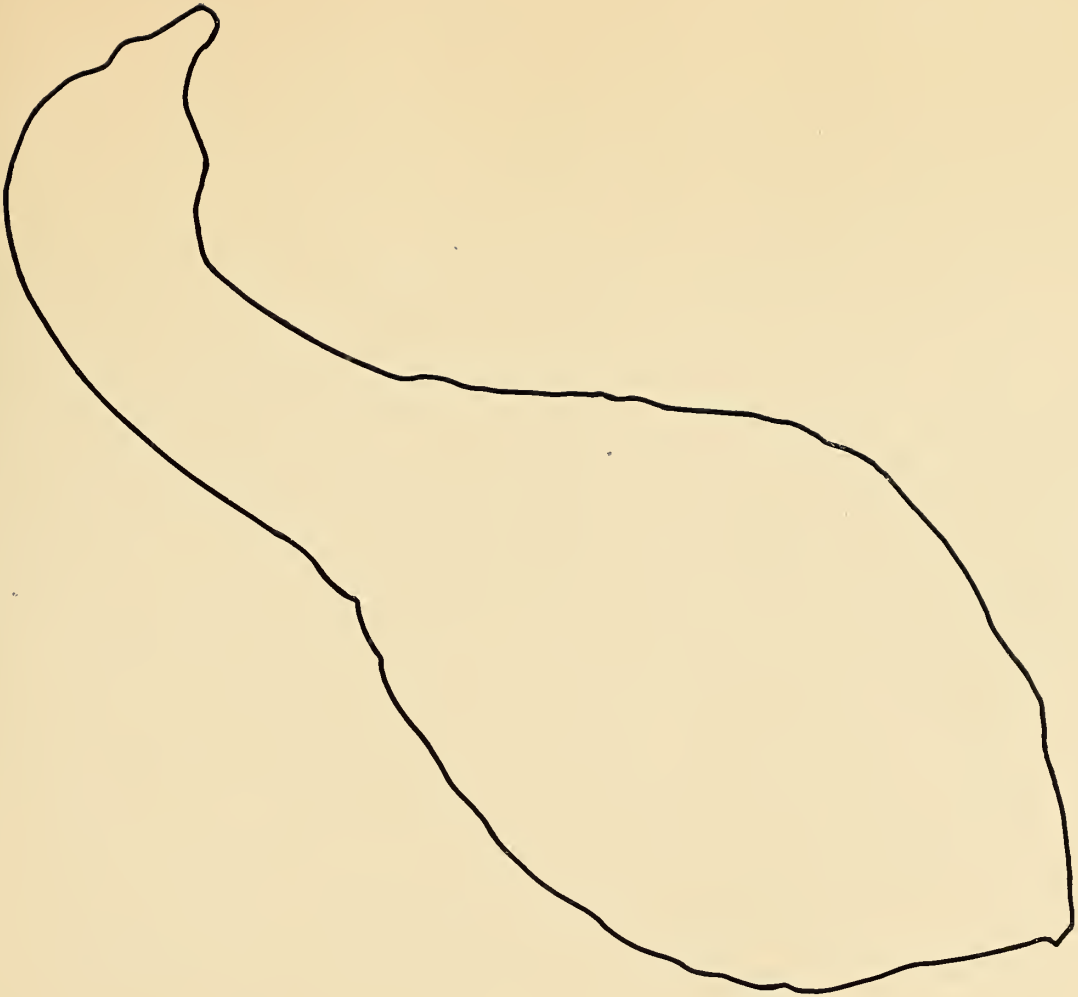
From this on it is well to have some outline to limit the surface to be colored; sometimes a large circle, at other times a square; later two circles, etc. For variety, simple outlines of fruits or vegetables, provided they are well proportioned.

The friendly criticisms and helpful suggestions of Mr. Henry T. Bailey have led to careful consideration in selecting and arranging the outlines and designs here presented.



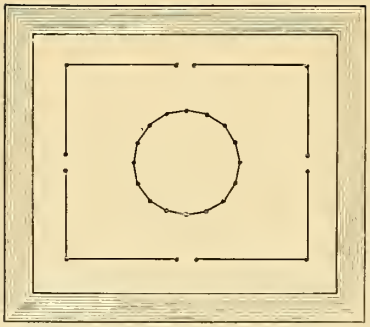






Sequence 1 is arranged for six cards to be worked in standard colors, prismatic order. The surface inclosed by the circles should be colored a corresponding color. The Eagle pencils bearing the following numbers have been found to match the standard colors: Red 712, Orange 704, Yellow 702, Green 706, Blue 718, Violet 716.

SEQUENCE 1.



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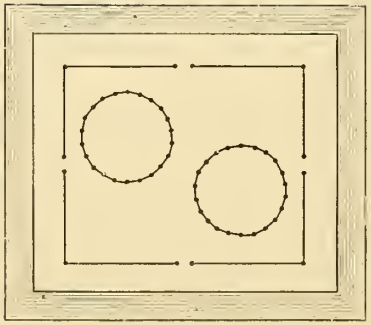

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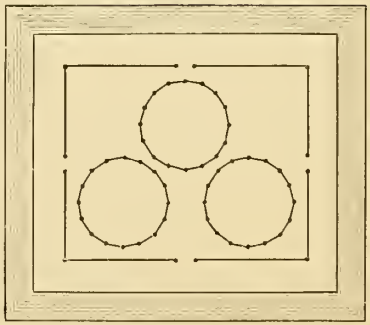

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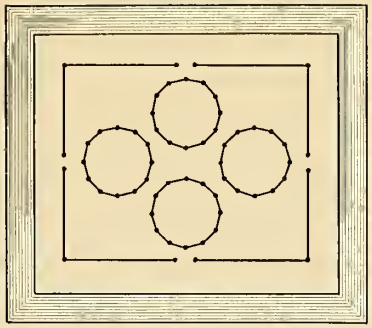

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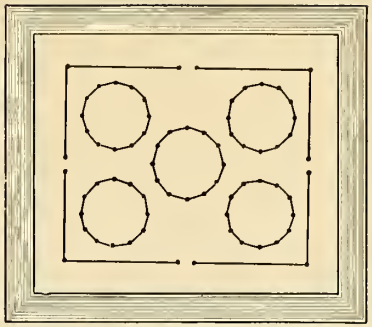

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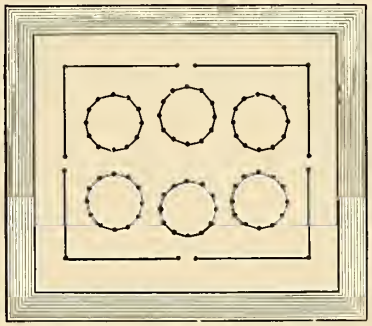

VI.

In Sequence 2 each stitch from different points in the circumference of the circle is carried to the center. We have found this sequence very valuable as an intermediate step between the circle and the line. Here an opportunity is offered for presenting the shades and tints of the standard colors. It affords a pleasing variety in the use of colors since the arrangement of the unit lends to most effective results in the combination of the different tones in the scale. It seems wise to suggest that great care should be taken in selecting the tones, lest it happen that the colors chosen are derived from different key-tones.

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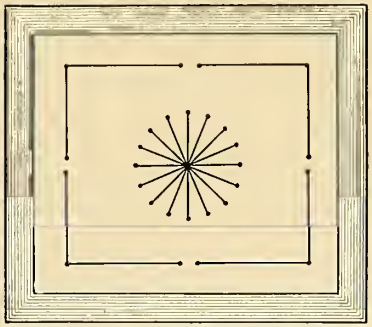

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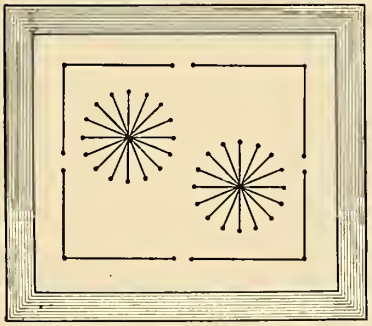

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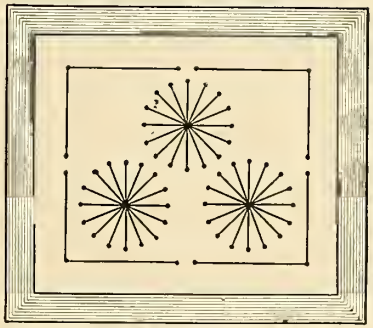

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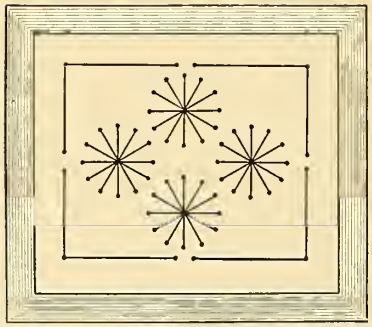

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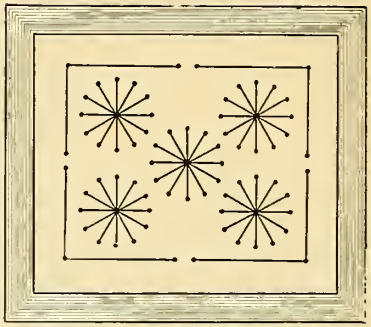

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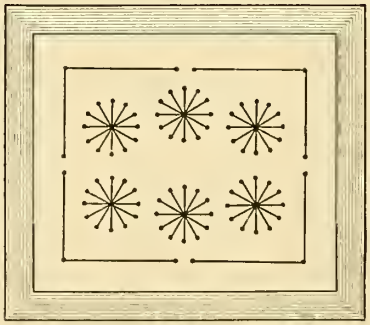
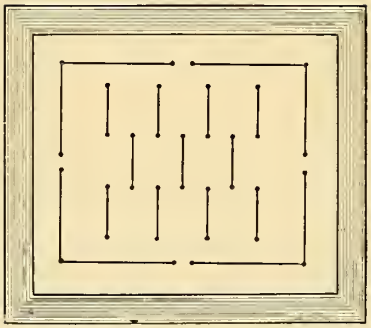


VI.

Sequence 3 is planned to present to the child in the simplest and most direct way the fundamental principles of synthesis and analysis. We have first the vertical line ; second the horizontal; third a combination of the two into the right angle ; fourth a combination which involves two of each and produces a square ; fifth diagonal lines, and sixth a unite obtained by combining the diagonals and diameters of the square.

SEQUENCE 3.



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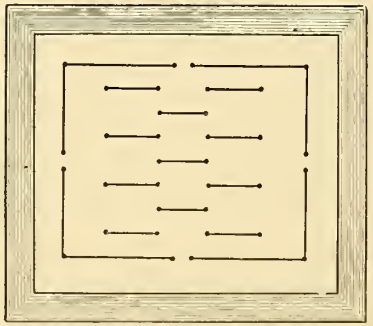

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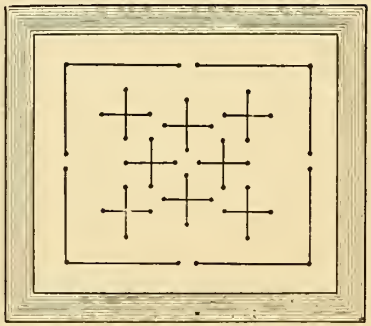

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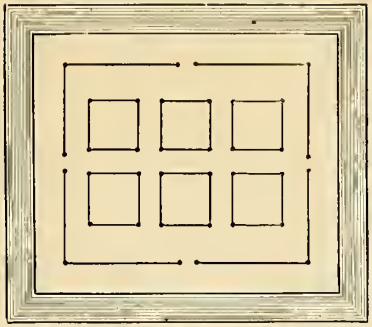

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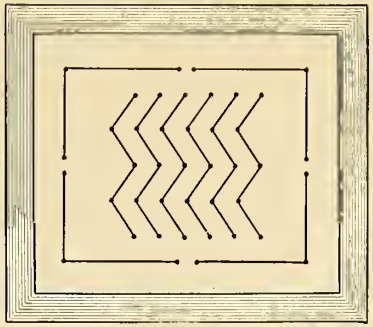

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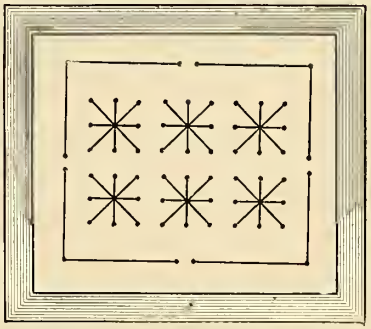


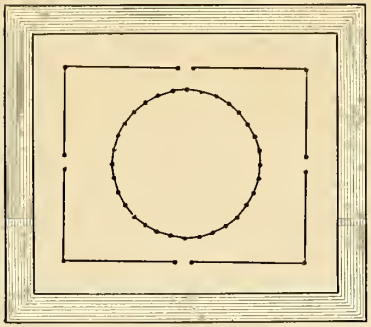
VI.

Sequences 4, 5 and 6 are arranged for older children. The cards in Sequences 4 and 5 are the size of those used in the preceding sequences. Those in Sequence 6 measure 4 x 9½ inches.

In Sequence 4 the surface inclosed by the circles should be colored —using brush and liquid color rather than the colored pencils, as in Sequence 1.

This sequence is planned to present variety in tones, as follows: — No. I. The circle to be worked with standard red, inclosed surface colored to match—border worked with shade of red. No. II. Arranged for shade and tint of orange. No. III. Three tones of yellow—standard shade and tint. No. IV. Concentrate circles for two tones of green — border in third tone. V. Arranged for three tones of blue. VI. Spiral to be worked with standard violet—colored a gradation of tones, from shade in the center to tint at the outside.

SEQUENCE 4.



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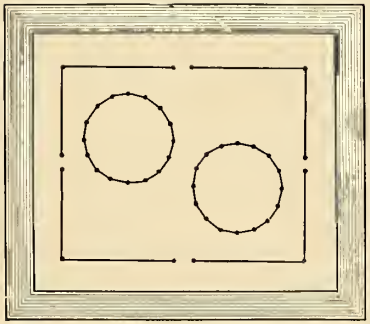

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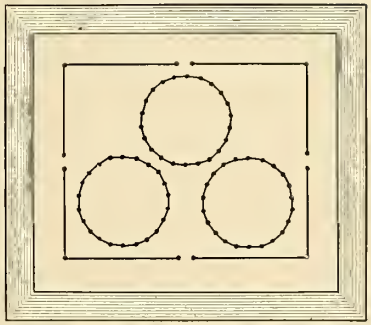

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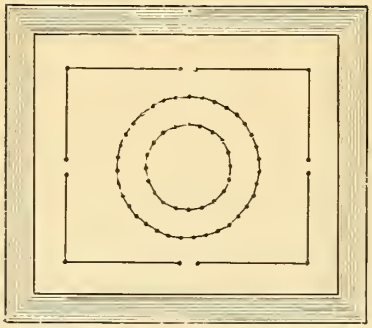

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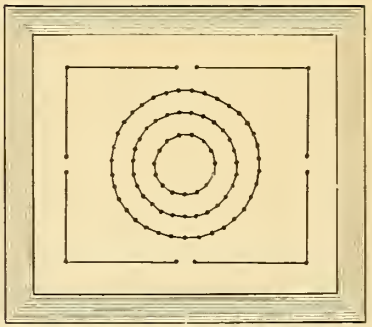

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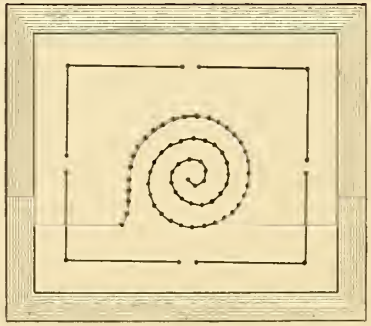


VI.

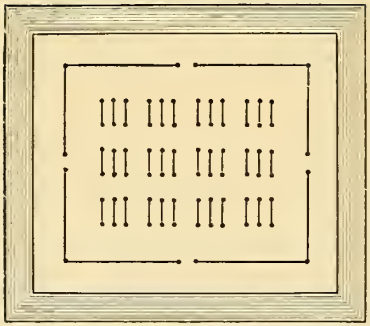
The work hereafter with the brush should be without outline and with the object before the child.

The exact designing for children in this class is based upon the straight line Kindergarten Designing—Sequence 2(*a*). The two phases of art work here suggested, together with the illustrative sketching, for which time should be allowed each week during the two years, ought to lay a good foundation for the work which will follow in the primary grade.

An attempt has been made in Sequence 5 to present a more advanced idea of the principles of synthesis and analysis than was done the first year with Sequence 3.

On Cards I. and II. the lines are arranged in groups of three. On Cards III. and IV. the lines are combined into angles in different positions and arranged in groups of four. On Card V. the angles are so joined as to form concentrate squares. Cards VI., VII. and VIII. give the analysis of the square into angles in various positions. Card IX. so combines the angles as to form a unit of design.

SEQUENCE 5.



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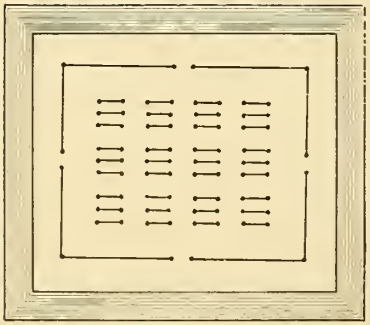

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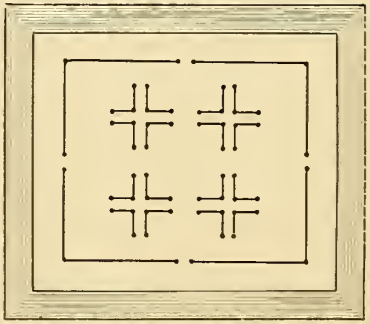

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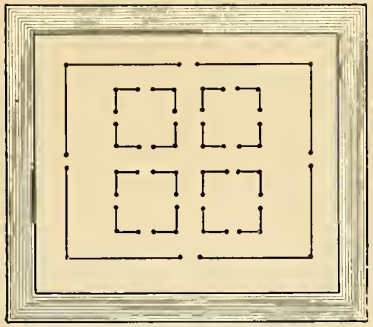

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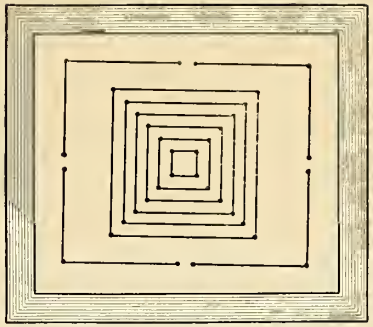

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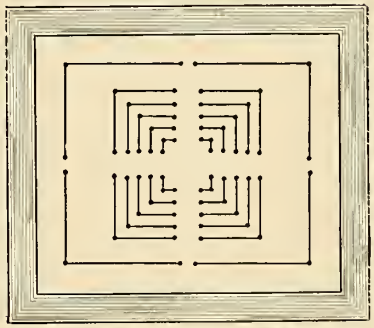

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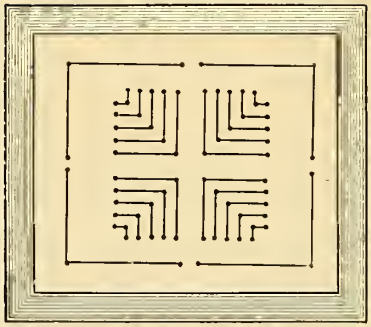
SEQUENCE 5.



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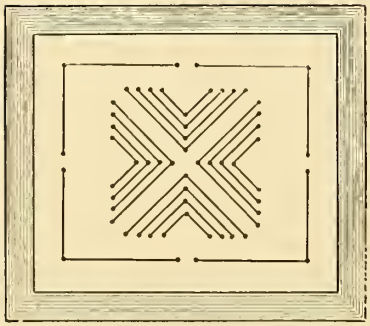

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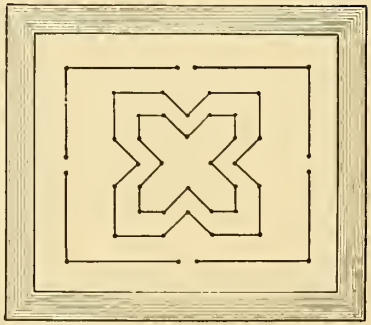
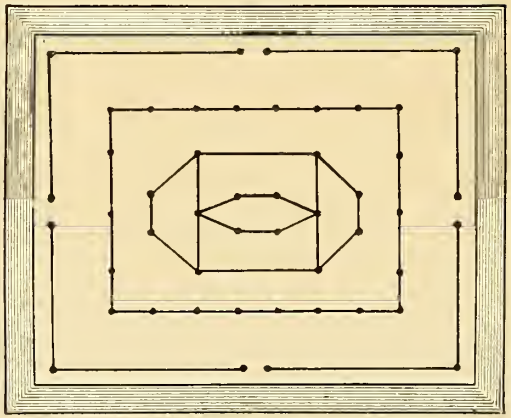


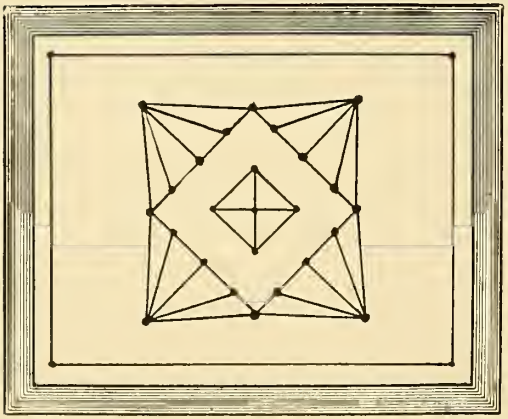
IX.

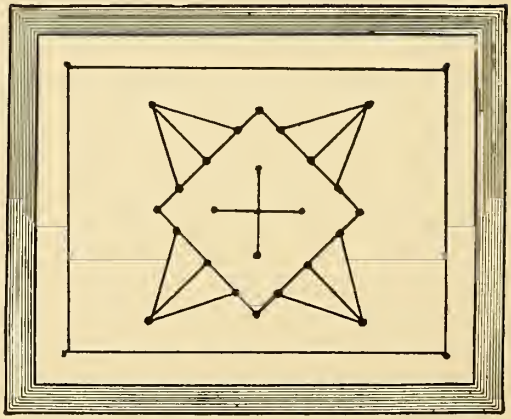
When this had been accomplished the children were given perforated cards and allowed to invent.

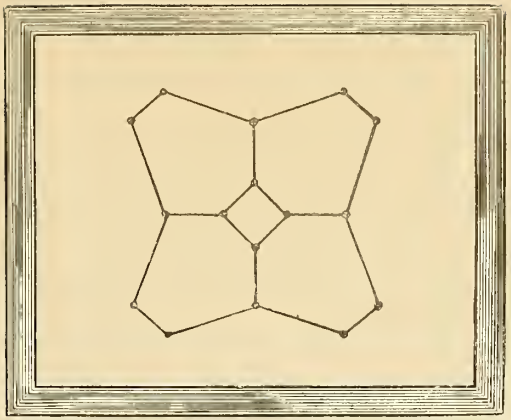
The object of all the occupations used in the Kindergarten is to lead the child to be creative. Any system of presentation is valuable which embodies fundamental principles of development. By working in a progressive, orderly way the child grasps these principles, and gains power which aids him to unconsciously apply them when he is allowed freedom of expression. I sometimes feel that we err in allowing too much freedom of expression with material before opportunity has been given for accumulating ideas.

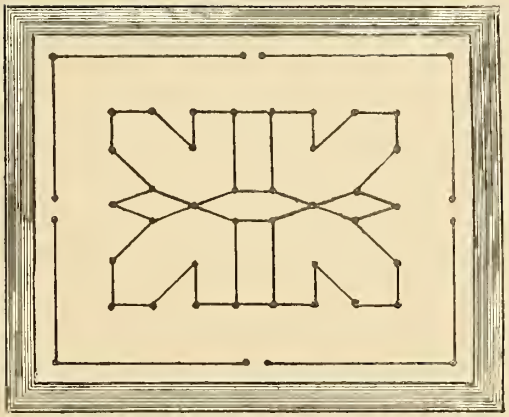
Some children's inventions in sewing: —

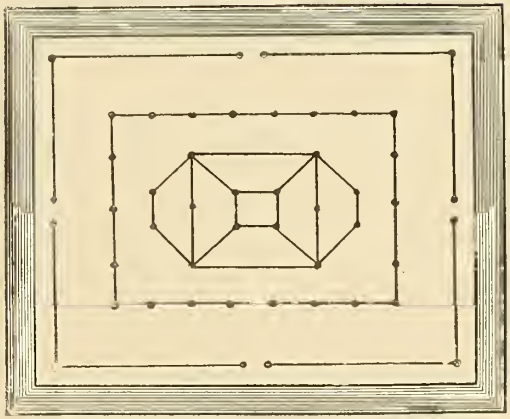


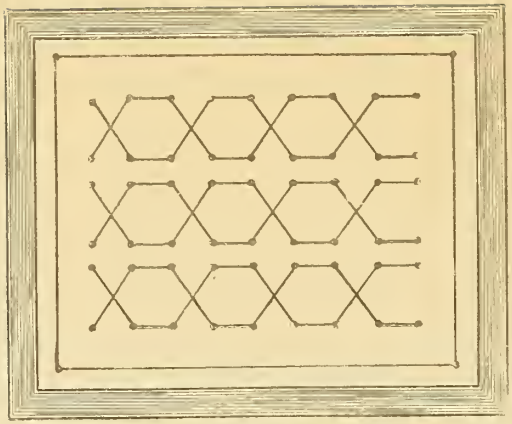


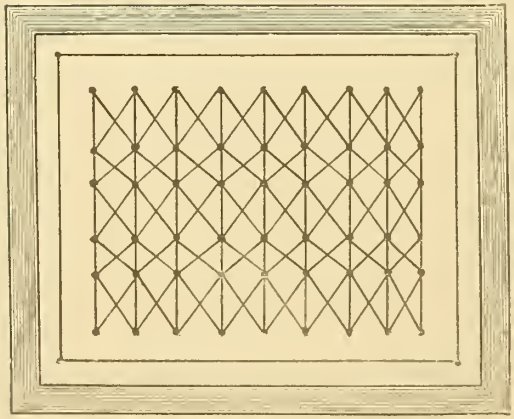


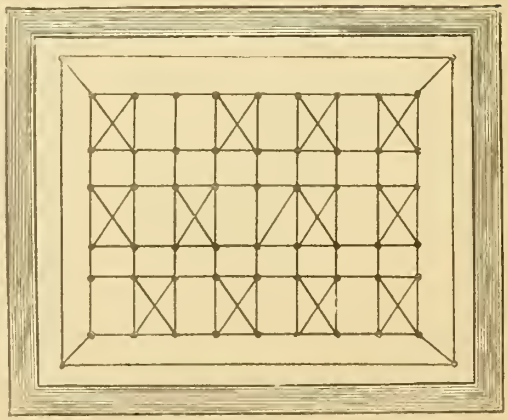


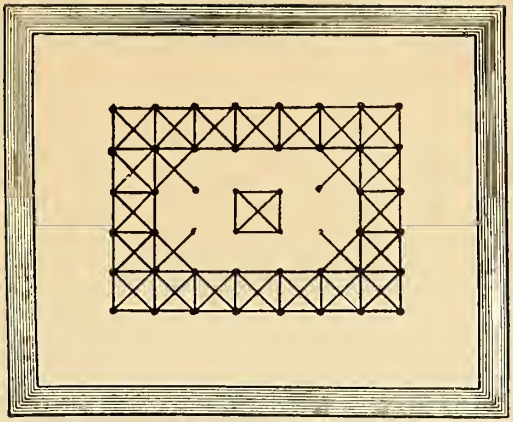


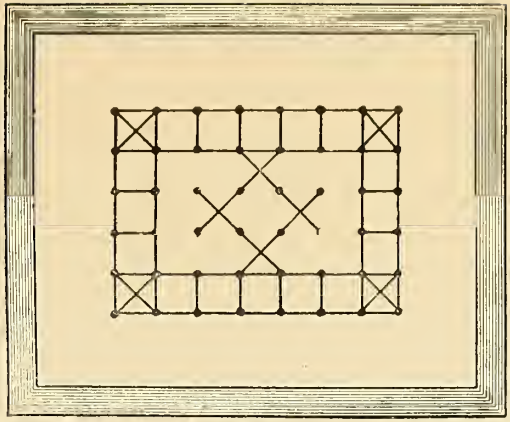


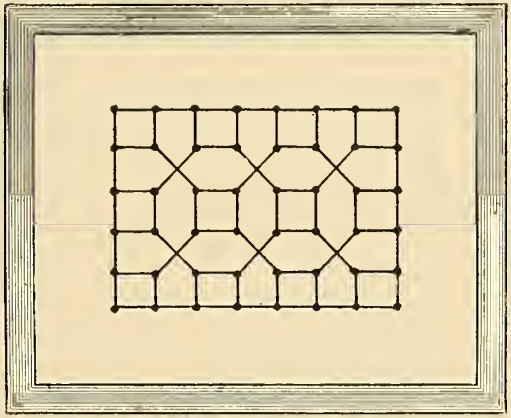






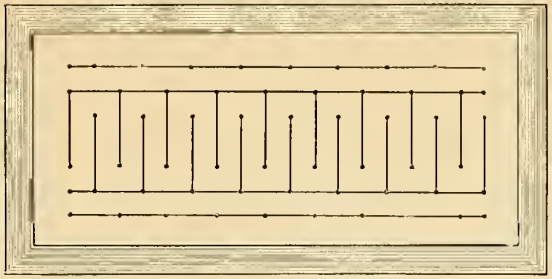






Sequence 6. Suggestions for border-patterns based upon straight lines and offered to aid the child in bilateral arrangement.

SEQUENCE 6.



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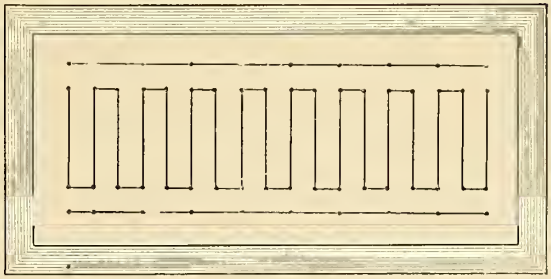

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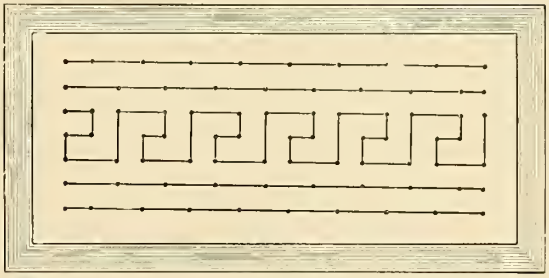
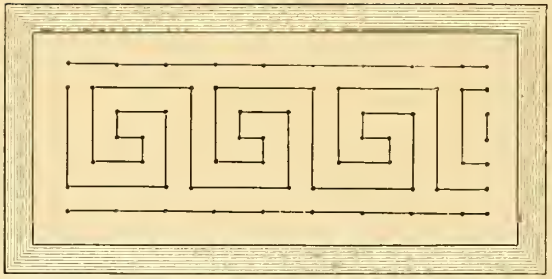


III.

SEQUENCE 6.



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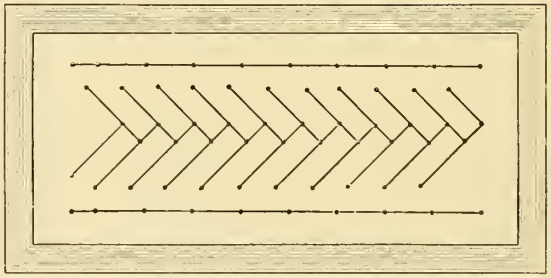

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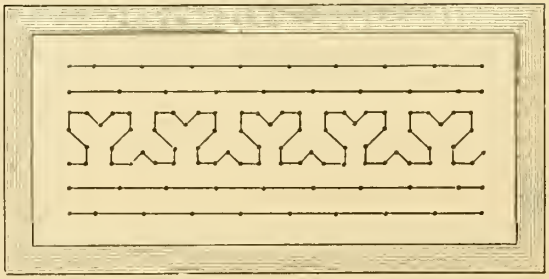
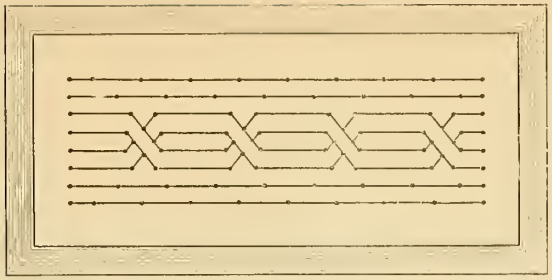


VI.

SEQUENCE 6.



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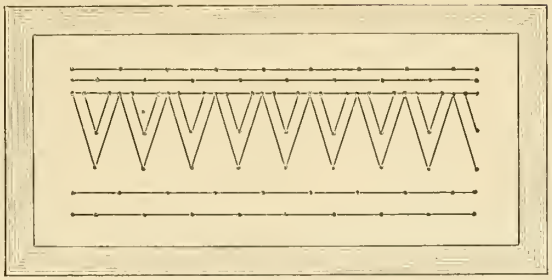

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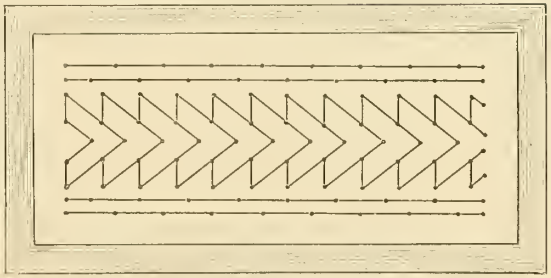
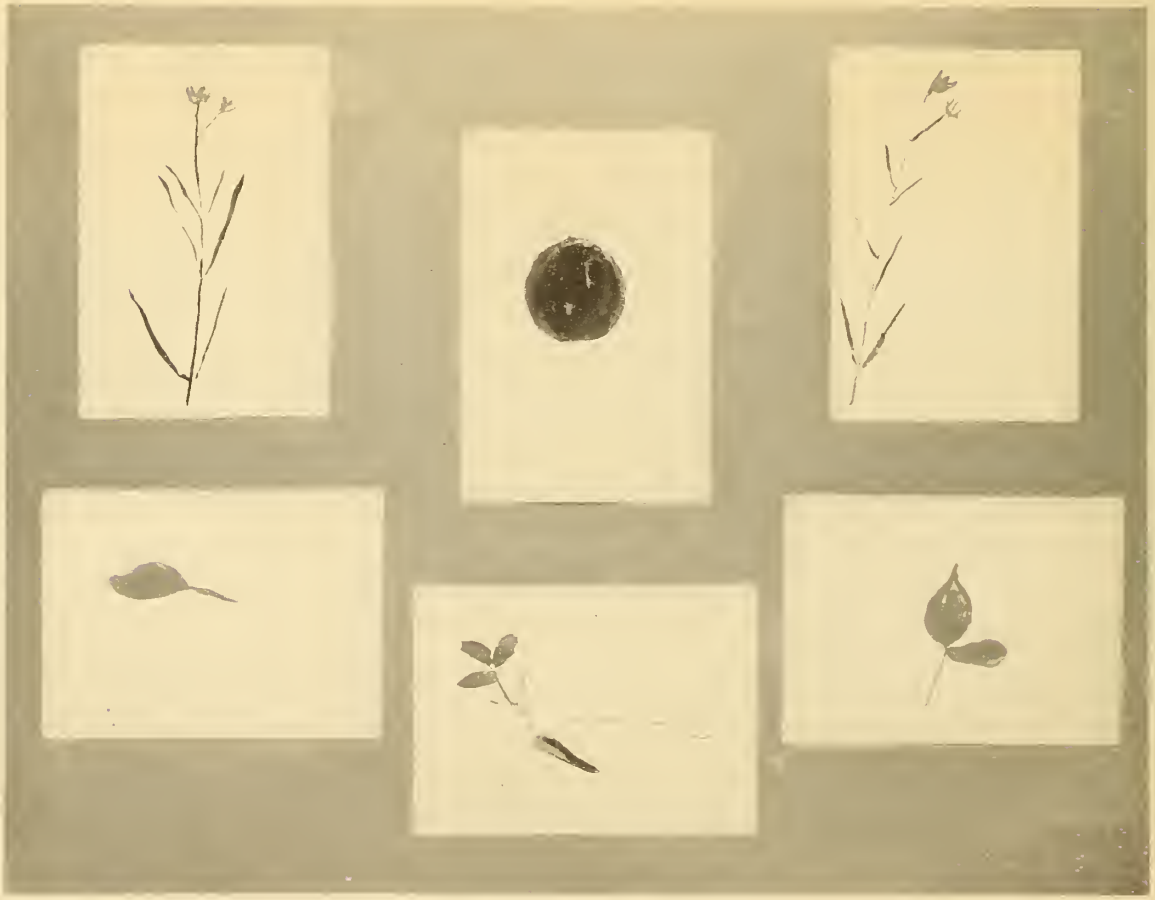
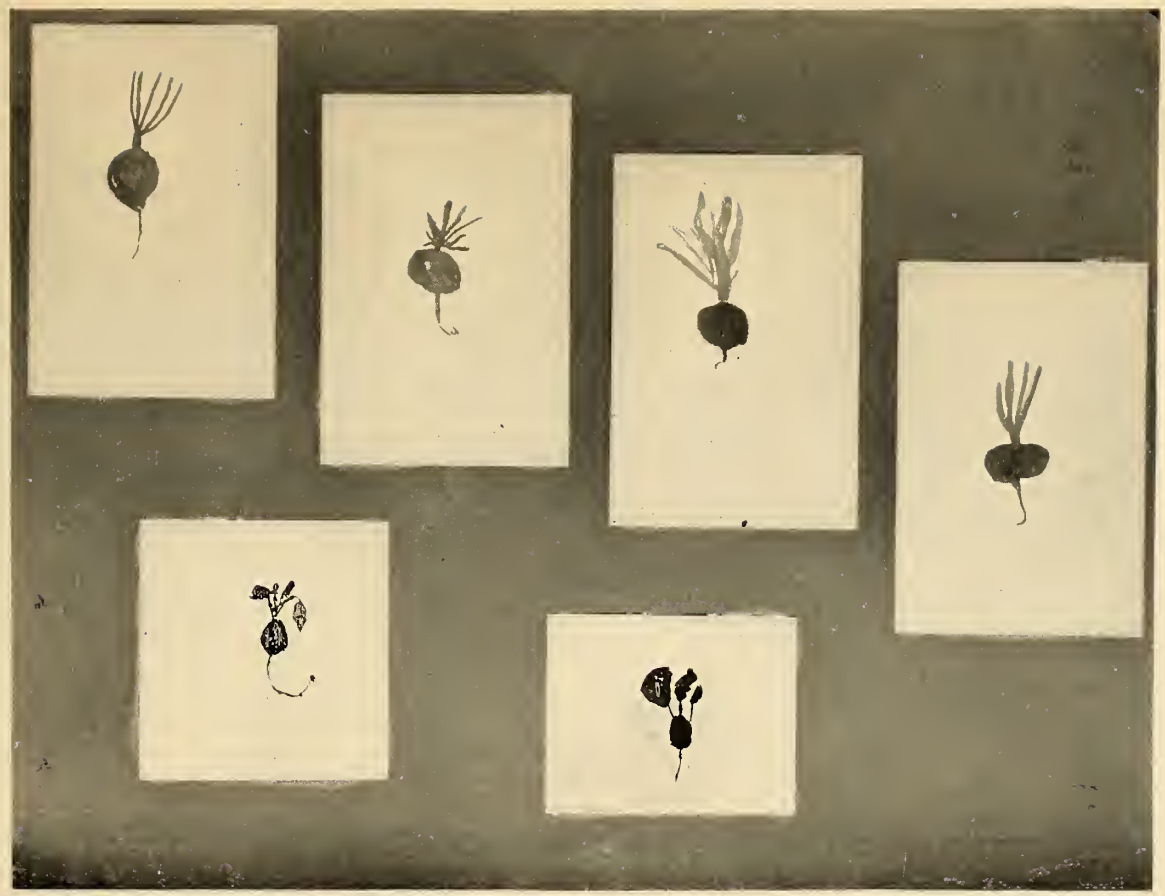
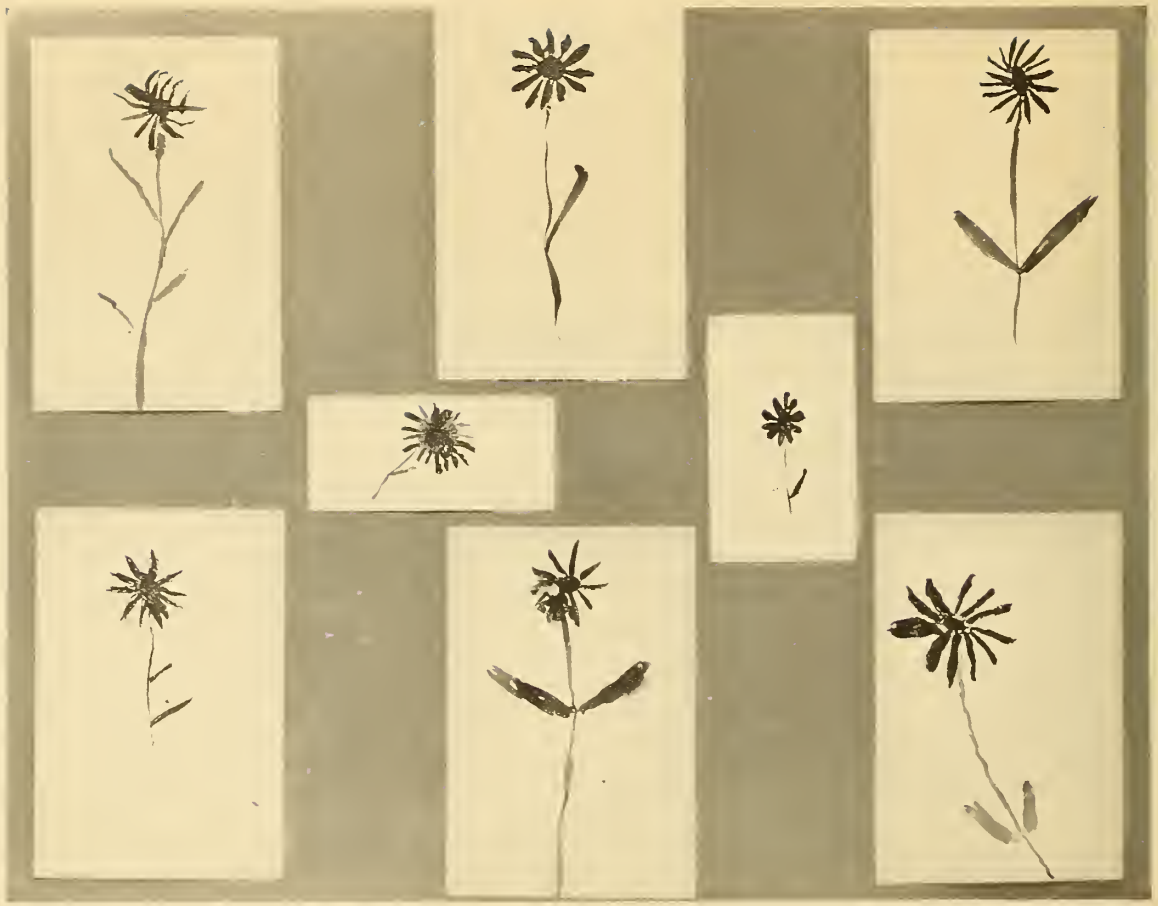


IX.

The following are photographs of color work done by the children the last half of the second year. No outlines were used.







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